

HOLLY *The* LEAF

SPECIAL EDITION

SALISBURY STATE COLLEGE, SALISBURY, MARYLAND

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The "Holly Leaf" has noted with great concern the recent stories by the "Baltimore Sun" and the "Washington Post" pertaining to the state colleges and the Tolles Report. Typical of so many members of the mass communications media, they have chosen to present a slanted, biased report, rather than an accurate, objective, factual one. In order that you, the student body, might read the report in its entirety and judge for yourself, the "Holly Leaf" has seen fit to publish this special edition.

(Italics and type sizes added at the discretion of the editor)

Tolles Report on Salisbury State College

More years ago than he likes to remember, your contributor began his college teaching at Washington College, far from Salisbury. Until his recent pleasant two-day visit at Salisbury, he had not been on the Eastern Shore for between years. It is easy to see that the Bay Bridge and other influences have altered the Shore somewhat. Certainly the network of modern highways gives it a different air. Even so, the Shore seemed to the visitor very much as he remembered it. There is the same atmosphere of quiet, peace, and serenity. One still gathers the impression that this is a place where things get done but without pressure or rush. There still is an aura of well-being about the Shore, not to be confused fortunately with smugness or excessive prosperity.

Salisbury State College partakes of this pleasant Eastern Shore quietness. It seems to go about things in its own way, unhurried by pressures, and yet by no means standing still. Because of its geographic location, the College has not faced the pressures for student admissions created by the great population increases of the Baltimore-Washington area. The absence of any attempt to expand by encouraging a great influx of students from other parts of the State, such as has featured recent policy at Frostburg, also has allowed the College to grow in an orderly way which has been thoroughly manageable.

Stability has been encouraged by the long service and personality of the President. The Dean also is something of a veteran in his post. The presence of a number of Faculty members who have served the College long and well helps to strengthen the impression of continuity and orderly development. This is reflected also in the carefully planned and generally well-executed expansion which has taken place in the curriculums.

Since 1960 the College has offered degree majors in English, geography, history, social science, mathematics, biological science, and physical science. However, arts and science degree candidates are excluded from the science majors. In its attitude on liberal arts (Part IA) the Col-

lege has shown a commendable sense of responsibility. Only when planning was completed and resources seemed adequate, have new majors been started. The leadership has been most skillful in encouraging consideration of growth, at the same time that it has checked excessive acceleration.

In an effort to create the proper academic atmosphere (IB), Salisbury has worked hard and with considerable success. Realization of the need for conscious efforts to attain this objective seems stronger than at any other State College. Evidence of this is the activity of a vigorous Cultural Affairs Committee which arranges a program of extra-class cultural experiences through lectures, concerts, and exhibits. Three formal convocations during the year bring outstanding speakers to the campus and an Honors Convocation recognizing Dean's list students serve as intellectual stimuli beyond the classroom. Another helpful feature is a series of coffee hours which provide an opportunity for students to participate in informal discussion with Faculty and off-campus guests.

Perhaps the weakest sector of the academic life is the lack of research and other productive scholarly activity among the Faculty. For this, the pressure of other assignments is in a large measure responsible. The teaching load of from 12 to 15 hours is relatively heavy. In addition, the Salisbury Faculty member is called upon and cheerfully accepts the assignment, to work closely with the individual student. This stress upon the individual development of the student is a keystone to Salisbury's philosophy and one on which much of the school's excellent morale rests. As always happens in a small college, many Faculty people become involved with extra-curricular activities. The wonder is, not that under the conditions there is little scholarly research, but that there is any at all.

Of course, teaching responsibility comes first. Attention to the student and to his activities must not be overlooked. Even so, a vital and alive liberal arts college needs the support of a Faculty of whom many are profitably engaging in scholarly work and research. Attention to this

point as discussed in Part IB and C is earnestly recommended to the attention of Salisbury.

The physical plant is generally adequate except for the lack, common to all State Colleges of adequate science facilities. (IE) Until a new science building is justified, no expansion in major offerings in this area is justified, no matter how strong the demand. Any encouragement to research among the science staff must await the coming of proper facilities.

The library is housed in a most satisfactory building and managed by a competent librarian and staff. It appears that the addition of one more clerical assistant would be most helpful in freeing the time of professional workers for more worthwhile assignments than they sometimes now must perform. The book collection, although somewhat spotty, is not inadequate in comparison with those at the sister colleges. There is a healthy realization of a faculty and library staff of the current shortcomings and a lively desire to improve the situation. As a guide for future development, an intensive study by a professional consultant should be helpful.

Salisbury, like the other State Colleges, merits commendation for the equal attention which it gives to all its programs. Although arts and science students are definitely in the minority, they are respected and their welfare carefully considered. There is, however, no sign of slackening interest in the teacher education students. (IF)

The make-up of the various curriculums in arts and sciences is standard and presents no unusual features. They have been sensibly planned and are well-executed. Breadth (IG2) is represented by the 52 hours specified for all State Colleges. Discussion with Faculty members seemed to bring out a healthy attitude of questioning the status quo. There was a clearly expressed desire for more local autonomy in prescribing courses and allotting time. One particular point made by the Salisbury Faculty was the advisability of a general education requirement in philosophy.

The depth requirements (IG3) as represented by hour designations in the majors seem reasonable. Although there is no fixed allotment for all, the range from 30 hours in geography to 36 in mathematics, produces no great inequities. As a field major, social science naturally asks considerable more—51. However, that is none too much.

The Faculty express confidence in the sequence of courses carried by the concentrator. Although it is not always clear from *Catalogue* statements that every student must carry enough advanced work, the Faculty feeling is that individual advising and scheduling assure this. Let it only be remarked, then, that a student in his major field should assuredly move steadily from the elementary level, through the intermediate to the advanced.

In seeking to challenge the student in his later years to display academic initiative and maturity of understanding, the Salisbury Faculty may have done more planning and taken more action than at the other State Colleges. Along this line may be noted seminar or reading courses in English, geography, history, and science. Increase in this type of activity is recommended.

There has been some discussion of honors work and independent study. On the drawing boards now are plans for an interesting inter-disciplinary course in Contemporary Thought which may soon enter the curriculum. Several departments are interested in a comprehensive examination in the major for seniors. To turn some of these ideas into reality would be good for Salisbury. Even if the experiments failed to live up to their promise, there would be lessons learned through failure. The conservatism which should govern the planning and initiation of basic curriculums is not so much to be applauded when it stands in the way of experimentation with teaching methods and tech-

niques. Some of the plans and ideas which now circulate the Faculty lounge and more formally receive attention at committee meetings might well be tested by reality at Salisbury.

There is a natural interest at the College in the development of new majors. As the student body grows in size, even without much of this, judicious expansion of offerings is doubtless justified. When the science building becomes a reality majors in biology and chemistry could be established fairly readily.

There is considerable interest in a music major. It is very possible that such an offering would be of great value to the student constituency served by the College. A major in music always presents special problems, not the least of which is the physical space and equipment required. Budget makers shudder at the thought. It is also always difficult to fit the hours needed by the music concentrator into a normal schedule. The demands of the study of applied music and the time which must be devoted to theory and history fit only when wedged with great effort into the demands of general education. Little time remains for electives. Even so, if such a major would serve a definite need, it could conceivably be developed without excessive expense and undue effort by modest expansion in the present offerings and staff.

Modern languages, individual social science subjects and psychology are other areas where growing pains exist. Of course, there must be careful planning and the resources of the institution must not be over-taxed. Even so, there is no basic reason why Salisbury cannot use its present building to expand, if it so desires, into any reasonable academic field.

As Salisbury College looks toward the future it might consider the possibilities of creating a more prominent place for itself in the immediately surrounding community. *the lower Shore there is no other educational institution with so great a potential as a cultural influence.* The college seems to be some feeling, justified or not, that Salisbury has too much of an inclination to turn within itself and pay less heed than it might to its neighbors off the campus.

Salisbury has a definite role to play as "the college of the lower Shore." It should not hesitate to move forward with courage and confidence. Some experimentation, stretching of the sinews may be good for the College. A man's reach should exceed his grasp . . . This is said with full respect for the steadiness, honesty, and care which progress of the College has rested. These cardinal virtues should remain pre-eminent. It is asked only that Eastern Shore serenity not become too pervasive in the development of Salisbury State College.

Supplementary Observations

This third section of the report on Maryland State Colleges discusses some heterogeneous items only indirectly related to the main interest of the liberal arts program. However, these somewhat random comments may be of interest.

Catalogues. The making of a proper college catalogue is an unappreciated art. The volume should be both a piece of salesmanship and a full, accurate historical record. Catalogues of the State Colleges could be improved in many ways.

If the editors more fully considered the importance of the catalogue as a means of attracting students to the college they would probably make certain changes in format, literary style, and content coverage. The inclusion of some illustrations would add to the attractiveness.

In the matter of the catalogues as historical records the greatest weakness is in the listing of course offerings. Professional ethics ask that the college catalogue should indicate as accurately as possible what the curriculum contains. Courses have been approved, but not yet given the catalogue should so state with an indication of when they will be given. If a course is given in alternate years, that should be stated. Similarly a course not active should be so labelled. Any course which has been dormant for as long as three years should be deleted. It would be very helpful if the catalogues provided the names of the teacher or teachers giving each course. Where a basic course involves all or almost all members, the designation may be "staff" or "the department."

This is not a serious matter, perhaps, and the catalogues are certainly thoroughly adequate. It is an area, however, where thought, attention, and perhaps cooperative effort among the Colleges would produce helpful results. Few realize the talent and efforts required of a successful college catalogue maker. As a result these publications are less active and less appreciated than they should be.

Counseling. In its concentration on curriculum and teaching this report has said virtually nothing on the important topic of student personnel services. The several colleges are doing well in this respect. There is universally an interest in the welfare, activity, and behavior of the student both inside and outside of the classroom. One aspect of student "counseling" came up for discussion at each college and a comment might not be amiss.

"Counseling" (and hereafter the quotation marks will be dropped) in its present form has come to American colleges only in the last twenty-five years or so. It refers, of course, to the help given to the student by the expert, professional, trained in this area. As such it transcends the lay help furnished constantly and informally by teachers and administration. The counselor need not be a psychiatrist and should not be expected to deal with highly abnormal situations. He does need professional training such as a clinical psychologist possesses and he needs to have time available to work with distressed and troubled students.

Those in the State Colleges most deeply concerned with student personnel problems, Deans of students and psychologists, state unequivocally that there is a pressing need for more attention to this counseling of the troubled. The College people say vigorously that the number of "mixed up" young people is increasing. It is pointed out that many of the students come from homes and have parents that cannot be expected to know how to cope with the psychological and emotional problems encountered by these students. The introduction of liberal arts and the fact that students will now enter varied careers presents the need for vocational counseling which did not before exist in any great degree.

It is the intention of this report only to call attention to the problem, not to solve it. Probably the several colleges, working with the Trustees, must decide just how much and what kind of help in this area should and can be provided. This kind of counseling is very valuable. It is also expensive and difficult to do effectively. If not done well, it is better that it not be done at all. A unified study of the problem ending in a sensible policy decision which can be reasonably implemented seems the answer. Or to put it more simply, someone should decide what is to be done, by, and how. This basic pattern may then be fitted to each college.

Graduate study. As a preface to these remarks on graduate study in the State Colleges, your consultant must confess a strong personal bias, at times approaching the fanatic. It is his opinion that much of the so-called graduate work offered in American colleges and universities is unworthy

of the name. The courses required are often only undergraduate courses slightly "beefed up." The teachers are often not well enough informed in their subjects to deserve the right to teach graduate students. Library facilities, often barely adequate for undergraduate work, fall far short of what is needed to support graduate study. Also, too often there are few graduate students to rub minds together in a proper atmosphere.

The result of this all too-often ill-conceived program of graduate study has been to allow a fifth year of undergraduate work to masquerade as graduate study. The consequence has been the prostitution of the Master's degree in America to the point where it has lost respectability.

Among the State Colleges currently Frostburg, Salisbury, and Towson are offering programs leading to Master's degrees for teachers in certain areas. If history is to be believed, these colleges will regularly ask permission to expand what they are doing, while Coppin and Bowie will soon want to hitch on to the train and give graduate work.

Let it be made clear that the Master's work in Maryland State Colleges is no weaker than that in many, many other institutions. It is unlikely that the trend toward more and more graduate work will be reversed. Indeed, throughout the nation there will be an ever growing demand for graduate studies. It is also true that advanced (even if weak) probably does help the teacher as a person and it certainly increases the pay check.

Perhaps all that can be asked is for the State Colleges to recognize, as they doubtless do in their heart of hearts, that they are not able as of now to offer first-rate work in graduate study. Elementary teacher education they have done and are doing well. The preparation of secondary school teachers is well within their ken. Liberal arts training will require hard work and close attention if it is to be properly developed, but the State Colleges have the awareness and the resources to make the new programs succeed. But truly effective programs of graduate study are beyond today the State Colleges, as they are beyond the resources of hundreds of other American colleges offering graduate work.

It is not expected that the State Colleges will give up graduate programs. They do serve a useful purpose and conform to the mores of educational society. Certainly expansion should come slowly and be zealously watched. Also, it is probably wise that the Colleges not advertise strongly or stress these advanced programs. Finally, and perhaps most important, the Colleges should make every effort to use all resources available and to try to make the programs as effective as they can be.

Laboratory schools. Each of the State Colleges possess an elementary laboratory school as an important unit in teacher education. The impression, even on brief observation, is that these schools are well-equipped, well-organized, and well-operated. Parents in the community are keenly interested in having their children admitted to them. It can be said with confidence that these schools serve a useful purpose for both the Colleges and the community.

There is a possibility that some indecision exists about the function of these schools. The word "experimental" is often used in their description. Many interested in the laboratory school program believe the experimental approach should be stressed. At present, however, very little real experimentation is being done in educational matters or teaching techniques. There may be nothing weak in this. However, some investigation and discussion in this area might be helpful through clarifying the objectives of the laboratory schools.